



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SCHOOL IMPROVEMENT - FEDERAL DISCRETIONARY GRANTS SECTION
MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM
REQUEST FOR PROPOSAL - MATHEMATICS
PROJECT DATES: JULY 1, 2004 TO JUNE 30, 2007

 ORIGINAL

SHIP'D JUN 17 2004
Sept 30, 2005

FOR DESE USE ONLY

SIGNATURE OF AUTHORIZED DESE OFFICIAL

C. D. Becker

DATE

7-1-04

DIRECTIONS

Mail the completed postmarked by Friday, June 18, 2004 to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplyimprfdg@dese.mo.gov; Visit DESE's website at: dese.mo.gov

SECTION I - TOTAL BUDGET BY FUNDING CATEGORY

6100: Salaries	6200: Employee Benefits	6300: Purchased Services	6400: Materials/ Supplies	SUBTOTAL	6500: Capital Outlay	TOTAL
\$35,053	\$8,769	\$678,512	\$47,266	\$769,600	\$30,400	\$800,000
NUMBER OF TEACHERS TO BE SERVED DIRECTLY 110 - inservice 50 - preservice				<input checked="" type="checkbox"/> FIRST YEAR	<input type="checkbox"/> SECOND YEAR	<input type="checkbox"/> THIRD YEAR

SECTION II - APPLYING INSTITUTION/ORGANIZATION INFORMATION

APPLYING INSTITUTION / FISCAL AGENT	
Central Missouri State University	
CONTACT ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)	
Sponsored Projects WDE 1800 Central MO. State Univ. Warrensburg, MO 64093	
NAME OF CONTACT	NONPROFIT STATUS NUMBER
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LEAD SCHOOL DISTRICT	COUNTY DISTRICT CODE
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NAME AND TITLE OF CONTACT	TELEPHONE NUMBER
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LEAD INSTITUTION OF HIGHER EDUCATION	
ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)	
NAME AND TITLE OF CONTACT	TELEPHONE NUMBER
E-MAIL ADDRESS	FAX NUMBER

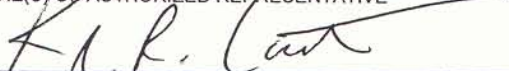
SECTION III – ASSURANCES AND CERTIFICATION

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the (State Department of Education) that the authorized official will:

1. Upon request, provide the Missouri Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Americans with Disabilities Act of 1990; and Improving America's Schools Act of 1994;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and under served groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Missouri Department of Education.
6. Ensure that private schools in the attendance area of the public school participating in the Mathematics and Science Partnership Program will be consulted in a timely and meaningful way. The Applicant will arrange for and facilitate the equitable participation of non-public staff in the planning of this project and the participation of non-public educational personnel in professional development activities developed by this proposal as required by Section 9501 of NCLB. See page 3 of RFP for specific details.

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

SIGNATURE(S) OF AUTHORIZED REPRESENTATIVE



DATE

6-17-04

SECTION IV – ABSTRACT

Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.

SECTION V – COMMITMENT AND CAPACITY OF PARTNERSHIP

This section shall include a narrative of the roles of the partners and program personnel, and their duties and responsibilities related to the goals and objectives of the project. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:

3. A Partner Identification Form (Appendix A) for each partner; and
4. A letter of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission.

SECTION VI – PROJECT NARRATIVE AND TIMELINE

The program narrative must include a timeline for the implementation of activities and address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages.

8. Program Goals and Objectives
9. Program Activities
10. Institutional Capacity
11. Follow-up Activities
12. Coordination with Existing Programs and Initiatives
13. Alignment to State Content and Professional Development Standards
14. Research Based to Support Project

SECTION VII – BIBLIOGRAPHY

Include a bibliography to support research and other needed references.

Project Abstract

The Missouri Elementary Mathematics Leadership Academy will seek to provide on-going, school-based, professional development for Missouri K-5 teachers. The professional development will be primarily focused on enhancing teachers' mathematics understanding. The goals of the project are to:

- * Assist Missouri elementary schools in creating environments for students that will enhance their mathematics understanding and achievement.
- * Develop and implement models for linking K-5 Master Teachers, teachers in traditional and alternative certification programs, and higher education mathematics and mathematics education faculty in order to create continuous, focused professional development.
- * Facilitate the development, in grades K-5, of school-based mathematics education leadership by providing teachers/schools with enhanced support and on-going professional development.
- * Develop strategies for recruiting, preparing, and supporting highly qualified elementary mathematics teachers who will be able to implement standards-based mathematics curricula and make use of a variety of instructional resources and technologies.

A partnership consisting of two universities, five public school districts, and one laboratory school will develop and implement project activities and models which will include three-week content-focused summer academies, academic year follow up activities consisting of regional regroups and school-based participant team planning and leadership development, and on-going coaching/mentoring provided for participants by K-8 Master Teachers. Links will also be established between preservice elementary teachers and practicing K-5 teachers.

The project evaluation plan will focus on growth in K-5 student academic achievement, development of additional highly qualified K-5 teachers, inclusion of more K-5 teachers involved in on-going, content-based professional development, and growth in teachers' mathematics content expertise.

Commitment and Capacity of Partnership

The partners for this project will consist of Central Missouri State University, Southwest Missouri State University, Warrensburg, Clinton, Independence, Springfield, and Ozark public schools, and Greenwood Laboratory School. These partners will work together to develop, implement, and evaluate all project objectives, activities, and models.

The project Co-PIs, Dr. Terry Goodman of the Department of Mathematics and Computer Science from Central Missouri State University (CMSU) and Dr. Larry Campbell of the Mathematics Department from Southwest Missouri State University (SMSU) will oversee and coordinate all aspects of the project, including budget and project staff. They will work with a project evaluator to coordinate and implement the project evaluation plan and with the project webmaster to maintain the project web page. In addition, each of the Co-PIs will be responsible for monitoring the project activities in his particular region of the state. Drs. Goodman and Campbell have for many years worked with preservice and inservice teachers and have been actively involved with a number of other professional development projects in Missouri. Central Missouri State University will serve as the fiscal agent for the project and Dr. Campbell will assist Dr. Goodman in administering the budget.

The Project Steering Committee will consist of eight persons drawn from the project partners. Sue Sundberg, CMSU Department of Mathematics and Computer Science, and David Ashley, SMSU Mathematics Department, will serve on the committee. Each has extensive experience working with preservice/in-service teachers and has taught mathematics content and methods courses. Dr. Sundberg has written sample items for the grades 6-8 portion of the Missouri Grade Level Expectations.

Ann McCoy, Clinton, Elaine Sargent, Warrensburg, Joanie Hartnett, Independence, Pam Herd, Greenwood Laboratory, Carol Pearson, Springfield, and Joanne Barnett, Ozark, will also serve on the Steering Committee. McCoy and Barnett have extensive experience teaching middle school mathematics and have served as consultants for the Missouri Mathematics Academy, with Ms. McCoy serving this past year as a regional coordinator. Both have also served as workshop leaders for the

Missouri Preservice Mathematics Teacher Conferences. Sargent, Herd, and Pearson have extensive experience teaching mathematics to elementary level students and have been involved in a number of professional development activities. Ms. Sargent has also served as a consultant for the Missouri Mathematics Academy while Ms. Herd helped write the glossary and examples for the Missouri Grade Level Expectations (MGLEs) and will be working as a Regional Content Leader in the Missouri Model Mathematics Curriculum. Ms. Pearson currently serves as the elementary mathematics coordinator for the Springfield school district and Ms. Hartnett is currently serving as the Professional Development Coordinator for the Independence School District.

The Steering Committee will work with the Co-PIs to develop, implement, and evaluate all project activities and programs. The Steering Committee will meet with the Co-PIs to evaluate the effectiveness of current project activities and plan and implement future activities. They will work with the Co-PIs in the selection and training of the project Master Teachers and Regional Teacher Enhancement Coordinators. The committee will assist the Co-PIs and Master Teachers in the selection of participant teams for each of the project cohort groups as well as developing and implementing content for the summer academies and the follow up professional development activities.

There will be two Regional Teacher Enhancement Coordinators (RTECs) who will work with partner districts and project staff during the first year of the project to conduct a needs assessment for each district partner. The RTECs will play a vital role in the coordination of the special project field experiences for preservice elementary teachers selected to participate in the project. They will also work with partner districts and participant teams from other districts to plan and implement ongoing professional development activities/programs. In years two and three the RTECs will coordinate academic year follow up activities and will be responsible for coordinating mentoring/coaching for individual and teams of teachers.

Principals from the partner districts will be invited to attend project planning meetings as well as 1-2 days of the summer academies. The project staff will solicit input from the principals concerning

project activities with particular focus on the academic year follow up activities. The project staff will work with these principals to plan for release time and ongoing support for the Master Teachers and project participants. The principals and project staff will explore ways to provide project participants and Master Teachers with schedules that will allow them to engage in collaborative activities on a regular basis throughout the project and beyond. Finally, principals will be asked to assist the project staff and Project Evaluator in the evaluation component of the project.

All project partners have indicated a commitment to support program continuation after the life of the grant. School partners will provide teacher teams with time to work together to continue to implement professional development activities. Schools will seek to allocate existing resources to support such activities and work with the HE partners to secure funding from other funding sources.

The HE partners will work with their university foundations to identify additional sources of funding and develop ways to include project activities in existing and future graduate programs. Further, the HE partners will continue to involve project Master Teachers in their preservice programs and place preservice teachers in project participants' classrooms for field experiences. Finally, project staff, working with university administrators, will contact legislators to investigate future funding of the project using targeted monies.

Project Narrative and Timeline

The proposed project is founded on the following premises:

1. Classroom mathematics teachers are the persons most responsible for creating an environment that is supportive of student learning and development. The *Professional Standards for Teaching Mathematics* (NCTM, 1991) emphasizes two key points: (a) Teachers are key figures in changing the ways in which mathematics is taught and learned in schools and (b) Such changes require that teachers have thorough preparation, long-term support, and adequate resources.

In *Principles and Standards for School Mathematics* the assertion is made that "Students' understanding of mathematics, their ability to use it to solve problems, and their confidence in, and

disposition toward mathematics are all shaped by the teaching they encounter in school” (NCTM, 2000). A study by Gearhart, et al. (1999) showed that children learned more mathematics in classrooms where instruction (a) was based on students’ ways of thinking, (b) engaged students in problem solving with rich problems, and (c) assisted students in seeing the underlying links among various mathematical concepts and symbols.

2. Elementary teachers’ mathematics content knowledge has a significant effect on their ability to teach mathematics. Putnam et al. (1992) studied how 5th grade teachers’ mathematical knowledge affected their instruction and noted that “the limits of the teachers’ knowledge of mathematics became apparent and their efforts fell short of providing students with powerful mathematical experiences.” Sowder, et al. (1998) found that teachers’ practices changed as their content knowledge increased and deepened. Clarke and Clarke (2004) found that effective teachers:

- Structure purposeful tasks that enable different possibilities, strategies, and products to emerge.
- Focus on important mathematical ideas and make the mathematical focus clear to children.
- Choose tasks that engage children and maintain their involvement.
- Encourage children to explain their thinking and build on children’s ideas and strategies.
- Use teachable moments as they occur.

NCTM (2003) emphasized that “enhancing teachers’ mathematical knowledge has been a component of a number of professional development projects, and the evidence overwhelmingly suggests that this is a crucial part of learning to teach differently.”

3. Teachers benefit most from professional development that is on going, school-based, and that includes mentoring/coaching from Master Teachers. Once again, the *Principles and Standards* states, “The work and time of teachers must be structured to allow and support professional development that will benefit them and their students” (NCTM, 2000). In NCTM (1991) it is pointed out that professional development projects have a responsibility in “supporting teachers in self-evaluation and in analyzing, evaluating, and improving their teaching with colleagues and supervisors.” Stigler and

Hiebert (1999) noted that “a requirement for beginning the change process is finding time during the workweek for teachers to collaborate.”

Professional development needs to occur in a context that allows teachers to try, in their classrooms, what they have learned. Fennema (1996) found that as teachers were able to validate in their classrooms the information they were learning, they began to take ownership of the models they were studying. Schifter (1998) found that it was crucial that the professional development project spanned a school year so that teachers could try out, in their own classrooms, what they were learning.

The QUASAR Project found that teachers need safe, supportive environments in which to discuss issues of content and pedagogy with peers (Stein, et al., 1998). Models for continuous improvement of teaching used in Japan and China feature “long-term, school-based reform in a community of learners with opportunities to grapple with significant mathematical ideas and to consider how students engage with these mathematical ideas” (NCTM, 2003).

Studies show that preservice teachers, even during student teaching, seldom have the opportunity to be mentored by Master Teachers who are familiar with best practices (U.S. Department of Education Initiative, 2000). Clement, et al. (2002) found that preservice teachers’ beliefs about mathematics and mathematics teaching moved more in line with current recommendations for teaching and learning mathematics with understanding when they worked with K-12 students and teachers in classrooms that focused on developing a depth of understanding of mathematical ideas. Little (1982) has observed that continuous professional development appears to be most surely achieved when (a) Teachers engage in continuous and increasingly concrete and precise talk about teaching, (b) Teachers are frequently observed and provided with useful critiques of their teaching, (c) Teachers plan, design, research, evaluate, and prepare teaching materials together, and (d) Teachers teach each other the practice of teaching.

The goals of the Missouri Elementary Mathematics Project are to (a) Assist Missouri elementary schools in creating environments for students that will enhance their mathematics understanding and

achievement, (b) Develop and implement models for linking K-5 Master Teachers, teachers in a variety of certification programs, and higher education mathematics/mathematics education faculty in order to create continuous, focused professional development, (c) Facilitate the development, in grades K-5, of school-based mathematics education leadership by providing teachers/schools with enhanced support and on-going professional development, and (d) Develop strategies for recruiting, preparing, and supporting highly qualified elementary mathematics teachers who will be able to implement standards-based mathematics curricula and use a variety of instructional resources and technology.

The specific objectives of the project are as follows:

1. To increase mathematics achievement of K-5 students as measured by performance on the Missouri Mathematics Assessment and other instruments developed by the project staff.
2. To create a significant number of additional elementary mathematics teacher leaders by recruiting preservice elementary teachers into mathematics minor programs and providing professional development for inservice elementary teachers.
3. To create regional elementary mathematics academies that will focus on enhancing the mathematics knowledge of K-5 teachers.
4. To create opportunities for K-8 Master Teachers, working with higher education mathematics and mathematics education faculty, to be involved in providing K-5 teachers with on-going, school-based professional development. This professional development will focus on enhancing teachers ability to teach key elementary mathematics concepts/strands, use related instructional strategies, and use a variety of instructional resources and technologies
5. To provide K-5 teachers with classroom-based mentoring and coaching from Master Teachers.
6. To enhance K-5 teachers' abilities to align local mathematics curricula with the Missouri Grade Level Expectations (MGLEs) and to implement standards-based mathematics curricula and activities.

Program and Follow-Up Activities

1. Three week summer content academies for participants will focus on enhancing teachers' mathematics content knowledge. Participant teams will attend the first two weeks of an academy during June-July and the third week during July-August. The summer, 2005 Academy will focus on the number and operations strand in the K-5 curriculum. Participant teams of 2-5 teachers will come primarily from the partner districts with teachers from other regional districts making up the rest of the participants. During the first two-week summer session, participant teams will engage as learners in hands-on, student centered explorations that focus on the "big ideas" and relationships found in this content strand. These lessons will be designed and taught by the Project Staff and K-8 Master Teachers. Best teaching practices will be modeled and discussed during these instructional sessions and a variety of resources will be used, including activities from standards-based elementary and middle grade curricula, manipulatives, and calculators and computers. Explorations will also emphasize real-world applications and contexts for the mathematics concepts and relationships.

During the third week of the Summer, 2005 academy participant teams will revisit the important concepts and relationships from the earlier two-week session. Working with Project Staff and Master Teachers, district teams will be given opportunities to explore how activities, materials and models they used in their earlier learning experiences could be incorporated into their classrooms. Teams will begin to develop activities and lessons that will be used in the following academic year with their students. Participants will be introduced to an evaluation model that they will be using in the following academic year. This model emphasizes "growth points" in children's mathematical learning and can be used to measure the growth of children's mathematical understanding (Clarke and Clarke, 2004).

In years 2 and 3 of the project, summer academies will be held at each of the regional sites (CMSU and SMSU). Project Staff and Master Teachers from each region will develop and implement the content curriculum and activities for these academies and each academy will focus on a content strand from the K-5 mathematics curriculum. While the format and overall emphasis of the year 2 and

3 academies will be similar to that of the year 1 academy, each regional academy will be able to make adjustments/changes so that the needs of their 2nd and 3rd Cohort groups will best be met.

2. Participant teams will be engaged in follow-up activities throughout the academic year following a summer academy. In years 2 and 3 of the project, Cohort 1 will participate in three regroups each year. Each regroup will focus on a specific content and/or pedagogical issue (i.e. – lesson study/preparation, use of technology). Participant teams will be sharing information about professional development activities from their individual schools/districts. Cohorts 2 and 3 will engage in three regroups in the academic year(s) following their summer academies. These regroups will be by regions and will have a focus and format similar to those for Cohort 1.

The Regional Teacher Enhancement Coordinators will be primarily responsible for implementing and coordinating the mentoring and coaching of participants/participant teams. The RTECs and Master Teachers will make regular school visits and will observe participants' teaching; consult with individual teachers and teams of teachers concerning implementation of professional development goals; model effective instructional strategies with students; provide participants with needed resources and materials; and assist participants with the evaluation component of the project. In some instances, regional academies and follow up activities will be linked via instructional television so that participants from the two regions may share information and resources.

Participants will have the option of receiving graduate credit for the summer academies and follow up activities. This credit will be offered through the extended campus office and will be available at a significant discount from the normal tuition rate.

3. Project Staff will identify promising students as they appear in the first mathematics courses for preservice teachers at the HE partners. These students will be encouraged to consider choosing mathematics as their area of concentration. Those who elect to do so, will be paired with a project participant and/or a project Master Teacher. These preservice teachers will be able to enroll in a special projects (that will count as an elective in their program) course where they will be mentored by

the participant teacher, Master Teacher, and RTECs. The preservice teachers will make classroom observations, tutor individual and small groups of students, and teach large group lessons. Funding from the project will pay the student tuition for the special projects course.

4. The Missouri Preservice Mathematics Teacher Conference will be held each spring during the project. These conferences will bring together preservice teachers, selected project participants, and Master Teachers. Master Teachers and project participants will plan and conduct workshops that will be attended by the preservice teachers. These workshops will be focused on student-centered explorations and will emphasize instructional strategies and materials used in the summer academies.

Project Timeline

Year 1, Fall, 2004

Initial planning meeting for PIs, Steering Committee, RTECs, Evaluator, Webmaster, and Partner representatives. Focus on identification and recruitment of Master Teacher Consultants and participant teams, content and format of Summer, 2005 Academy, and overall structure for Years 1-3

Initial orientation and planning meeting for Master Teacher Consultants (32).

Begin recruiting participant teams (80 teachers in Cohort 1) for Summer, 2005 Academy

Second planning meeting for Project Staff and MTs – developing curriculum lessons and activities for Summer, 2005 Academy and begin planning academic year follow-up activities

Additional planning meetings as needed – finalize assignment of tasks/roles for MTs and RTECs for Summer Academy

Begin recruiting preservice teachers to enter mathematics minor programs

Spring, 2005

Training meeting for Project Staff, MTs, RTECs on use of “growth points” research/models for evaluation and on-going professional development

Finalize recruitment of participant teams

Finalize curriculum/lessons/activities for Summer, 2005 Academy

Preservice Mathematics Teacher Conference

Summer, 2005

Two-week Summer Academy in June/July – content focus on number and operations

One-week follow-up (August) to Academy – focus on training in the use of the “growth points” model for evaluation, lesson studies, curriculum review, etc.

Year 2

1. Planning for and development of Summer, 2006 Academies using model similar to Year 1
2. Recruitment of participant teams for Cohort 2
3. Begin follow up activities for Cohort 1 – 3 regroups and on-going, school based mentoring/coaching/evaluation
4. Preservice Mathematics Teacher Conference
5. Summer, 2006 Academies – one each at CMSU and SMSU (40+ participants at each site)

Year 3

1. Planning for and development of Summer, 2007 Academies using model similar to Year 1
2. Recruitment of participant teams for Cohort 3
3. Begin follow up activities for Cohort 2 and continue follow up activities for Cohort 1
4. Preservice Mathematics Teacher Conference
5. Summer, 2007 Academies – CMSU and SMSU (include participants from other regions)

Institutional Capacity

Central Missouri State University will serve as the lead institution and fiscal agent for the project. CMSU has a long history of commitment to teacher education and has been a major producer of highly qualified teachers for the public schools of Missouri and beyond. CMSU enjoys a very productive working relationship with school districts and the quality of CMSU’s K-12 mathematics education

program is recognized not only in Missouri, but nationwide as well. Of particular note is the mathematics minor program for prospective elementary and middle grade teachers. All of the mathematics content courses in this program have been designed specifically for the preservice elementary/middle grade teacher. The program provides students with solid mathematics content while focusing on best practices, resources, and use of technology in teaching mathematics.

Four mathematics education faculty in the Department of Mathematics and Computer Science are actively involved in teacher preparation and providing relevant professional development for practicing teachers. These faculty have been involved in a number of professional development projects funded through NSF, DESE, and the Eisenhower Math and Science Initiative. The department and administration of CMSU have been very supportive of the mathematics education program and the various projects and programs generated by the Department. The CMSU campus is well equipped with outstanding classroom, laboratory, and conference facilities.

Coordination With Existing Programs and Initiatives

The proposed project will coordinate activities and programs with several existing programs and initiatives in Missouri. The Missouri Mathematics Academy has provided in the past three years a significant professional development program for Missouri middle grade mathematics teachers. Drs. Goodman, Campbell, and Sundberg as well as Ms. McCoy, Ms. Sargent, and Ms. Barnett have served as consultants for the Academy. They have been integrally involved in the development of the content lessons and related activities for the Academy. Further, some of the Master Teachers for the proposed project will be selected from previous Math Academy consultants.

Drs. Goodman, Campbell, and Ashley have served for the past three years as the coordinators for the Missouri Preservice Mathematics Teachers Conferences. These conferences have brought K-12 preservice teachers together with K-12 Master teachers for a series of workshops that focus on implementing student-centered activities for the exploration of mathematics concepts and relationships. The proposed project will use the Preservice Conference as one vehicle for recruiting K-

5 preservice teachers into mathematics minor programs, connecting preservice and practicing Master Teachers, and providing additional professional development for both pre- and inservice teachers.

The project will also establish strong links with the existing elementary mathematics education programs at SMSU and CMSU. The project will provide a vehicle and funding that will be useful in recruiting outstanding K-5 preservice teachers into minor programs that will provide them with significantly deeper content knowledge and prepare them to be teacher-leaders in Missouri.

Alignment to State Content and Professional Development Standards

The professional development model in the proposed project will be aligned with both Missouri mathematics content standards and professional development standards. Dr. Sundberg and Ms. Herd will lead the project staff in making sure that the content focus of this project will be consistent with the MGLEs. These expectations are aligned with the Missouri Content Standards and standards-based elementary mathematics curricula in that they organize the elementary curriculum around the strands of number and operations, geometric and spatial relationships, measurement, data and probability, and algebraic relationships. The content focus of each academy will be on one of the strands found in the MGLEs with the academic year follow up activities designed to help participants align their local curricula with these expectations. Both HE partners place a strong emphasis on the Missouri Performance Based Teacher Education (PBTE) standards in their preservice programs. In this project, pedagogical activities will focus on instructional strategies consistent with the PBTE standards.

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Evaluation and Accountability Plan

Dr. Gay Ragan of Southwest Missouri State University will serve as the Evaluator for the project. Dr. Ragan has served as the evaluator for other professional development projects and teaches courses for preservice and inservice teachers. Dr. Ragan will work with the project staff to develop and implement evaluation procedures and instruments. The evaluation component of the project will focus on annual targets that describe progress toward meeting the goals and objectives of the project. These will be coordinated with a comprehensive needs assessment that will be conducted for each of the partner districts during the first year of the project.

Each of the school partners meets at least one of the criteria for a high need school district. In the partner districts the percent of students receiving free/reduced lunch in 2002-03 ranges from 20% to 42% (Greenwood has no free/reduced lunch students). Results of partner districts 4th grade students on the mathematics portion of the Missouri Assessment Program are given in the tables below.

	2002 – Percent Below Proficient	2003 – Percent Below Proficient
Clinton	78	75
Warrensburg	52	53
Independence	60	59
Springfield	52	50
Ozark	62	53
Greenwood	20	31

2003 MAP Data (% below prof.)	Black Students	Hispanic Students	Free/Reduced Lunch Students	IEP Students

Clinton	N/a	N/a	83	93
Warrensburg	N/a	N/a	71	73
Independence	81	59	67	75
Springfield	79	71	68	74
Ozark	N/a	N/a	77	88
Greenwood	N/a	N/a	N/a	N/a

A significant percent of the fourth grade students in the partner districts scored below the proficient level on the MAP 4th grade mathematics assessment with selected subgroups of students having even lower performance on the mathematics assessment. For years 2 and 3 of the project, in the partner districts (Cohort 1), the target goals will be to reduce by 10% each year the percent of students scoring below the proficient level on the 4th grade MAP mathematics assessment.

A research-based framework of “growth points” (Clarke and Clarke, 2004) in children’s mathematical learning will be used to measure student growth in mathematical understanding. Participants will be trained during the first and second summer academies and during the academic year follow up activities to use a forty-minute one-on-one interview at the beginning and end of the school year. This instrument can be used to document growth in students’ understanding of key mathematics concepts across a school year. Target goals for student growth will be developed using consultation among the researchers who developed this model, Project Staff, and the Evaluator.

While none of the partner districts have a high percentage of teachers classified as not highly qualified, MAP assessment data and data concerning the amount of mathematics content coursework taken by preservice teachers in Missouri provide evidence of the need for professional development that focuses on enhancing the content knowledge of teachers. In Missouri, preservice teachers take from 8-12 hours in mathematics content/methods courses and not all of the content courses focus on content directly related to the K-5 mathematics curriculum. Parallel forms of a mathematics content

knowledge test will be administered to Cohorts 1, 2, and 3 at the beginning and end of their respective summer academies and at the end of their respective academic years. The goal will be for each Cohort to show at least a 10% gain in performance on the instrument from the beginning to end of the summer academies and at least a 5% gain in performance during each academic year.

In the first year of the project at least 80 teachers (primarily from the partner districts) will be recruited to participate in the summer, 2005 academy and the follow up activities in years 2 and 3. In year 2, an additional 80+ teachers (40+ each from the CMSU and SMSU regions) will be recruited to join the project. In year 3, another group of 80+ teachers will be recruited to participate in the summer, 2007 academy. At least 40 of these teachers will come from other regions of the state.

The Master Teachers and RTECs will be trained to observe project participants in their classrooms and use a project-generated instrument that can help to document instances of teachers exhibiting instructional practices characteristic of highly effective teachers (Clarke and Clarke, 2004). For Cohort 1, the goal will be a 10% increase in the use of these practices in years 2 and 3 of the project and for Cohort 2, a 10% increase in year 3.

Target goals for the recruitment of K-5 preservice teachers into mathematics minor programs at CMSU and SMSU will be at least 8 teachers for each university for each year of the project.

Budget Narrative

Year 1

Salaries

CMSU Co-PI (2 months academic year, 2 months summer)	30,053	
CMSU Member of Steer. Comm. Stipend (25 days @ \$200/day)	5,000	
Category Total		35,053

Benefits

CMSU Co-PI (20.08% + 2/9 of \$4620 – Academic; 18.29% -summ)	6,791	
CMSU Member of Steering Committee (same as above)	1,978	
Category Total		8,769

Purchased Services

SMSU Co-PI (2 months academic year, 2 months summer)	23,748
Steering Committee Stipends (7 x 25 days x \$200/day)	35,000
Webmaster Stipend (15 days at \$200/day)	3,000

Evaluator Stipend (20 days @ \$200/day)	4,000	
Regional Teacher Enhancement Coors. (2 x 45 days x \$200/day)	18,000	
Master Teacher Stipends (24 x 30 days x \$133/day)	96,000	
Teacher Stipends (80 x 30 days x \$100/day)	240,000	
Student Help (2 x 20 hours/week x \$5.15/hr academic year and 2 x 20 hours/week x \$5.15/hr for 2 summer months)	9,064	
Planning Meetings for Project Staff (PIs, Steering Comm., Evaluator, Webmaster, RTECs) – 3 meetings (1.5 days)	7,908	
8 rooms at \$70/room = \$560		
16 x 3 meals x \$12/meal = \$576		
10 x 200 miles x 33¢/mile = \$660		
materials and supplies = \$500		
4 substitute teachers at \$85 each = \$340		
Total for 1 meeting = \$2,636		
Training and Planning Meetings for Project Staff And Master Teachers – 4 meetings (1.5 days)	29,048	
21 rooms at \$70/room = \$1,470		
42 x 3 meals x \$12/meal = \$1,512		
30 x 200 miles x 33¢/mile = \$1,980		
materials and supplies = \$600		
20 substitute teachers at \$85 each = \$1,700		
Total for 1 meeting = \$7,262		
Travel for Project Staff (1500 miles/mo. x 12 mo. x 33¢/mile)	5,940	
Preservice Conference	21,492	
80 rooms at \$70/room = \$5,600		
200 x 3 meals x \$12/meal = \$7,200		
Stipends for speakers (12 x \$200 each) = \$2,400		
Mileage for speakers (12 x 200 miles x 33¢/mile) = \$792		
Expenses for Keynote Speaker = \$1,500		
Materials and supplies = \$3,000		
Summer, 2005 Academy	175,312	
(80 participants, 2 Co-PIs, 8 Steering Committee, 2 RTECs, Evaluator, Webmaster, 24 Master Teachers, 6 others = 124)		
62 rooms at \$55/day x 20 days = \$68,200		
124 x 3 meals/day x 20 days x \$12/meal = \$89,280		
79 x 200 miles x 33¢/mile = \$5,214		
Other miscellaneous expenses = \$12,618 (materials, refreshments, expenses for outside consultants)		
Tuition for Preserv. Teachers Course (20 students @ \$500 each)	10,000	
Category Total		678,512
Materials and Supplies		
Telephone, Postage, Copying	3,866	
Materials and supplies	9,000	
Manipulatives for classroom use (25 sets @ \$400 each)	10,000	
Calculators for classroom use (24 sets @ \$600 each)	14,400	
Miscellaneous administrative costs	10,000	
Category Total		47,266

Capital Outlay

Laptop computers for use by Project Staff (5 @ \$2,000 each)	10,000	
Polycoms (4 @ \$5,100 each)	20,400	
Category Total		30,400
Project Total		800,000

Years 2 and 3

Assuming a total budget of \$800,000 each for years 2 and 3 of the project, it is projected that there will be a 2% increase in the salaries and fringe benefits for the Co-PIs. It is also projected that there will be a decrease in the Capital Outlay category since laptop computers and polycoms will not be purchased for the 2nd and 3rd years of the project. This money will then be used in the Purchased Service category to provide for additional project participants and regroups for Cohorts 1 and 2. Also, there will be fewer planning and training meetings for Project Staff and Master Teachers. Money from this area will be used to provide for regroup meetings for participants and an expanded role for the RTECs.

APPENDIX A - PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Central Missouri State University

NAME AND TITLE OF PRIMARY CONTACT

Terry Goodman, Professor of Mathematics

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

Mathematics Dept. Central Missouri State Univ. Warrensburg, MO 64093

TELEPHONE NUMBER

660-543-8792

FAX NUMBER

660-543-8006

E-MAIL ADDRESS

goodman@cmsu1.cmsu.edu

TYPE OF INSTITUTION/ORGANIZATION

Regional State University

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Central Missouri State University will serve as the applying institution and fiscal agent for the proposal. Dr. Terry Goodman, Professor of Mathematics, will serve as the Co-PI for the project and will oversee all project activities, staff, evaluation, and the project budget. Dr. Sue Sundberg, Professor of Mathematics, will serve on the Project Steering Committee and will assist Dr. Goodman in overseeing project activities in the Central region.

This partner will work directly with the other project partners to plan, develop, and implement all project activities and programs. CMSU will work with Southwest Missouri State University to coordinate activities involving district partners from both regions and will be responsible for overseeing the professional development activities in the Warrensburg, Independence, and Clinton school districts.

Dr. Goodman will collaborate with Dr. Campbell and the Project Steering Committee to select, train, and support the Master Teachers and Regional Professional Development Coordinators. This group will also select participant teams of teachers from the district partners as well as other schools in the Central and SMSU regions.

CMSU will also provide the project Webmaster and facilities and resources that will be used for various project activities. Preservice K-5 teachers will be selected from CMSU students and be directly involved in various project activities in order to prepare them as elementary mathematics teacher leaders.

Finally, CMSU will lead the other project partners in recruiting additional teams of teacher participants from the Central and Southwest regions and from other regions of the state as well as developing strategies for extending project activities and programs beyond the time frame of the grant.

APPENDIX A - PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Southwest Missouri State University

NAME AND TITLE OF PRIMARY CONTACT

Larry Campbell, Associate Professor of Mathematics

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

Mathematics Dept. Southwest Missouri State Univ. Springfield, MO 65804

TELEPHONE NUMBER

417-836-5942

FAX NUMBER

417-836-6934

E-MAIL ADDRESS

lnc999f@smsu.edu

TYPE OF INSTITUTION/ORGANIZATION

Regional State University

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Dr. Larry Campbell will serve as the project Co-PI and will work with Dr. Goodman of Central Missouri State University to oversee all project activities, staff, evaluation, and the project budget. Dr. David Ashley of the SMSU Mathematics Department will serve on the Project Steering Committee and will assist Dr. Campbell in overseeing project activities in the Southwest region.

This partner will work directly with the other project partners to plan, develop, and implement all project activities and programs. SMSU will work with Central Missouri State University to coordinate activities involving district partners from both regions and will be responsible for overseeing the professional development activities in the Springfield and Ozark school districts and in the Greenwood Laboratory School.

Dr. Campbell will collaborate with Dr. Goodman and the Project Steering Committee to select, train, and support the Master Teachers and Regional Professional Development Coordinators. This group will also select participant teams of teachers from the district partners as well as other schools in the CMSU and SMSU regions.

SMSU will also provide facilities and resources that will be used for various project activities in the Southwest region. Preservice K-5 teachers will be selected from SMSU students and be directly involved in various project activities in order to prepare them as elementary mathematics teacher leaders.

Finally, SMSU will lead the other project partners in recruiting additional teams of teacher participants from the Central and Southwest regions and from other regions of the state as well as developing strategies for extending project activities and programs beyond the time frame of the grant.

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Warrensburg School District

NAME AND TITLE OF PRIMARY CONTACT

Elaine Sargent, Classroom Teacher (Grades 4-5)

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

Sterling Elementary School 522 E. Gay Warrensburg, MO 64093

TELEPHONE NUMBER

660-747-7478

FAX NUMBER

660-747-9400

E-MAIL ADDRESS

esargent@warrensburg.k12.mo.us

TYPE OF INSTITUTION/ORGANIZATION

Public School District

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Warrensburg School District will serve as the lead school district in this project. As the lead district, Warrensburg will provide leadership for the other district partners in the project. Elaine Sargent will serve on the Project Steering Committee and will work with the Project Co-PIs and other partners to plan, develop, and implement all project activities and programs. She will also have a major role in the selection and training of the Master Teachers.

This partner will work directly with CMSU to coordinate project activities in the Warrensburg schools and in the other schools in the Central region. Warrensburg will provide several of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 8-14 participants for the Year 1 Cohort group and that additional participant teams will join the project in Years 2 and 3. Further, Warrensburg will provide field experience opportunities and mentor teachers for K-5 preservice teachers recruited from CMSU.

APPENDIX A - PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Clinton School District

NAME AND TITLE OF PRIMARY CONTACT

Ann McCoy, Regional Consultant for the Missouri Mathematics Academy

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

101 Stayton Drive Clinton, MO 64735

TELEPHONE NUMBER

660-885-9609

FAX NUMBER

660-885-4826

E-MAIL ADDRESS

amccoy@clinton.k12.mo.us

TYPE OF INSTITUTION/ORGANIZATION

Public School District

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Clinton School District will serve as a school district partner in this project. As a school district partner, Clinton will work with other project partners to plan, develop, and implement all project activities and programs. Ann McCoy will serve on the Project Steering Committee. Ms. McCoy will have a major role in the selection and training of the Regional Teacher Enhancement Coordinators.

This partner will work directly with CMSU to coordinate project activities in the Clinton schools and in the other schools in the Central region. Clinton will provide several of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 5-10 participants for the Year 1 Cohort group and that additional participant teams will join the project in Years 2 and 3. Further, Clinton will provide field experience opportunities and mentor teachers for K-5 preservice teachers recruited from CMSU.

APPENDIX A - PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Independence School District

NAME AND TITLE OF PRIMARY CONTACT

Joanie Hartnett, Professional Development Coordinator

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

218 N. Pleasant Independence, MO 64050

TELEPHONE NUMBER

816-521-2700

FAX NUMBER

660-521-2999

E-MAIL ADDRESS

jhartnett@indep.k12.mo.us

TYPE OF INSTITUTION/ORGANIZATION

Public School District

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Independence School District will serve as a school district partner in this project. As a school district partner, Independence will work with other project partners to plan, develop, and implement all project activities and programs. Dr. Joanie Hartnett will serve on the Project Steering Committee. Dr. Hartnett will have a major role in the selection and training for the Regional Teacher Enhancement Coordinators.

This partner will work directly with CMSU to coordinate project activities in the Independence schools and in the other schools in the Central region. Independence will provide several of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 15-25 participants for the Year 1 Cohort group and that additional participant teams will join the project in Years 2 and 3. Further, Independence will provide field experience opportunities and mentor teachers for K-5 preservice teachers recruited from CMSU.

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Ozark School District

NAME AND TITLE OF PRIMARY CONTACT

Joanne Barnett, Middle School Mathematics Teacher

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

2204 Riverdale Road Ozark, MO 65721

TELEPHONE NUMBER

417-581-2513

FAX NUMBER

417-58105311

E-MAIL ADDRESS

mathematicalmama@hotmail.com

TYPE OF INSTITUTION/ORGANIZATION

Public School District

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Ozark School District will serve as a school district partner in this project. As a school district partner, Ozark will work with other project partners to plan, develop, and implement all project activities and programs. Joanne Barnett will serve on the Project Steering Committee. Ms. Barnett will have a major role in the selection and training of the Master Teachers.

This partner will work directly with SMSU to coordinate project activities in the Ozark schools and in the other schools in the Southwest region. Ozark will provide several of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 8-14 participants for the Year 1 Cohort group and that additional participant teams will join the project in Years 2 and 3. Further, Ozark will provide field experience opportunities and mentor teachers for K-5 preservice teachers recruited from SMSU.

APPENDIX A - PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Springfield School District

NAME AND TITLE OF PRIMARY CONTACT

Carol Pearson, Mathematics Curriculum Facilitator

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

Tefft Center 1418 Pythian Springfield, MO 65810

TELEPHONE NUMBER

417-523-5555

FAX NUMBER

417-523-5595

E-MAIL ADDRESS

cpearson@spsmail.org

TYPE OF INSTITUTION/ORGANIZATION

Public School District

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Springfield School District will serve as a school district partner in this project. As a school district partner, Springfield will work with other project partners to plan, develop, and implement all project activities and programs. Carol Pearson will serve on the Project Steering Committee. Ms. Pearson will have a major role in the selection and training of the Master Teachers.

This partner will work directly with SMSU to coordinate project activities in the Springfield schools and in the other schools in the Southwest region. Springfield will provide several of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 15-25 participants for the Year 1 Cohort group and that additional participant teams will join the project in Years 2 and 3. Further, Springfield will provide field experience opportunities and mentor teachers for K-5 preservice teachers recruited from SMSU.

This partner will also work with various companies in the Springfield area to develop activities and materials that emphasize applications of K-5 mathematics concepts. These activities and materials will be implemented in the summer academies and during the academic year follow up programs.

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Greenwood Laboratory School

NAME AND TITLE OF PRIMARY CONTACT

Pamela Herd, Fifth-Grade Instructor

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

Greenwood Laboratory School 901 S. National Springfield, MO 65804

TELEPHONE NUMBER

417-836-5953

FAX NUMBER

417-836-8449

E-MAIL ADDRESS

pmh380f@smsu.edu

TYPE OF INSTITUTION/ORGANIZATION

Laboratory School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

The Greenwood Laboratory School will serve as a school partner in this project. As a school partner, Greenwood will work with other project partners to plan, develop, and implement all project activities and programs. Pamela Herd will serve on the Project Steering Committee. Ms. Herd will have a major role in the selection and training of the Master Teachers.

This partner will work directly with SMSU to coordinate project activities in the Greenwood school and in the other schools in the Southwest region. Greenwood will provide some of the project Master Teachers who will teach in the summer academies and work with participant teams to implement academic year follow up activities.

It is anticipated that this partner will provide from 3-5 participants for the Year 1 Cohort group and that additional participants will join the project in Years 2 and 3. Further, Greenwood will provide field experiercn opportunities and mentor teachers for K-5 preservice teachers recruited from SMSU.

June 14, 2004

Federal Discretionary Grants
Department of Elementary and Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

To Whom It May Concern:

I am pleased to support the Missouri Elementary Mathematics Project proposal submitted by Dr. Terry Goodman of Central Missouri State University. This project is in keeping with the university's historic mission in teacher education and consistent with the department's dedication to improving elementary mathematics instruction. Further, Dr. Goodman and his colleagues have a proven track record in administering similar projects over the past decade. These projects have made significant differences in the instructional competencies of the mathematics teachers who participated.

The Dean of the College of Arts and Sciences has included a letter of support which provides additional rationale why this project is important to CMSU and how the university will assure its success. I fully endorse and support this grant proposal.

Sincerely,



Kyle R. Carter, Provost

KRC:djc

June 3, 2004

Federal Discretionary Grants
Department of Elementary and Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

To whom it may concern:

As Dean of the College of Arts and Sciences at Central Missouri State University, I am writing to indicate my full support and endorsement of the accompanying proposal. The Missouri Elementary Mathematics Project will significantly enhance the quality of elementary mathematics education in the state of Missouri and provide models for teacher professional development that can be used throughout the state.

Central Missouri State University has a long and distinguished history in teacher education. We take great pride in the working relationships that we have established with school districts in our region and with other universities in the state. This project has the potential to strengthen and enhance those relationships and lead to more beneficial partnerships.

Our Department of Mathematics and Computer Science has consistently provided outstanding pre-service mathematics teacher preparation programs as well as quality professional development experiences for teachers. This project will enable our faculty to work closely with Master Teachers to extend and enhance our pre-service programs and provide more comprehensive, on-going professional development for practicing elementary teachers. The contributions to the project made by the Master Teachers and Regional Teacher Enhancement Coordinators will significantly enhance the mathematics content expertise and related instructional skills of K-5 teachers. Finally, the project will help to extend and deepen partnerships with Southwest Missouri State University, the Department of Elementary and Secondary Education, and other higher education institutions in the state. We fully recognize the importance of working together to use resources as efficiently as possible and our mathematics professors have a strong reputation for doing this in many projects.

The College and other administrative offices on our campus are committed to doing our share to provide the appropriate personnel, facilities, and other resources necessary to support the project. We recognize that a crucial issue in making this award is the sustainability of project activities and models beyond the life of the grant funding. We believe that the success of this project will provide good evidence to other agencies and private funding sources where we can receive ongoing support. In addition, we plan to work with the teachers involved in the project to see how they can enroll in additional courses at CMSU that will lead to completion of a master's degree.

The project provides excellent opportunities to build new teaching models for both the school teacher and the university professor. Our Department of Mathematics and Computer Science will be able to incorporate new content and instructional methods in our university courses which will in turn help graduate better educated teachers in the future. CMSU has a strong assessment and continuous improvement program that ensures that our academic departments continually assess what and how they teach and use evaluation results to improve courses and teaching.

Perhaps the best commitment that we can make to sustain this program and the various outcomes associated with it is to look at the university's mission and the importance we place as an institution to "preparing educators for Missouri." Such a dedication has been institutionalized at CMSU since its inception as a teachers college. I do not see any lessening of this commitment and assure you that the Missouri Elementary Mathematics Project will continue to grow and meet its goals long after funding from your agency decreases.

Thank you for the opportunity for our university, Southwest Missouri State University, and public education to work together with you to improve the teaching of mathematics in our schools. The results of this project will truly benefit the future leaders of our state - our children.

Sincerely,

A handwritten signature in cursive script, reading "Virginia E. Wheelless".

Virginia E. Wheelless, Ph.D.
Dean of the College of Arts & Sciences



Warrensburg R-VI School District

District Office

438 E. Market, P.O. Box 638

Warrensburg, MO 64093

(660) 747-7823 Fax (660) 747-9615

warrensburg.k12.mo.us

Dr. Michael Jinks, District Superintendent
Mrs. Mary Elliott, Director of Special Programs

Mr. Karl Monsees, Assistant Superintendent
Dr. Chris Belcher, Assistant Superintendent

June 15, 2004

Dr. Terry Goodman
Central MO State University
WCM 125
Warrensburg, MO 64093

Dear Dr. Goodman:

This letter is written in support of your proposal to establish a staff development program in math for public school faculty who teach at the K-5 level. Based on our conversation regarding the "Missouri Mathematics Leadership Academy" I am convinced your idea has great practical value. The establishment of a professional partnership between higher education and public school districts is truly an added value for both organizations.

The advantages of reviewing and introducing contemporary math concepts, teaching strategies for them, and the establishment of a support system for teachers currently in the profession is valuable in its own right. However, the addition of pre-service educators to the program enhances the value.

The Warrensburg R-VI School District would be pleased to not only be an active partner, but a supportive one as well. Let me know of actions we can take to help you develop your program.

Sincerely,

Michael W. Jinks
District Superintendent



June 7, 2004

Southwest Missouri State
U N I V E R S I T Y

Federal Discretionary Grants
Department of Elementary and Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

To Whom It May Concern:

As Dean of the College of Natural and Applied Sciences at Southwest Missouri State University, please know that I fully support and endorse the Elementary Mathematics Leadership Academy that is being proposed by this submission. I believe this project will significantly improve the teaching of elementary mathematics in our state. And, it should provide a model that others can use for professional development in other parts of the state.

Southwest Missouri State University is the largest producer of mathematics teachers in Missouri, which means that the faculty of this university needs to work very hard to make sure they are preparing the best teachers they can. Our faculty have worked closely with area K-12 schools and their K-12 teachers for many years, and we see this as a way of making those ties even stronger. Our Department of Mathematics has not only provided well-trained beginning teachers, but also has a proven record of providing high quality professional development. This project will enable several members of our faculty to work closely with Master Teachers to extend and enhance our pre-service program and provide more comprehensive, on-going professional development for practicing elementary teachers. The contributions to the project made by the Master Teachers and Regional Teacher Enhancement Coordinators will significantly enhance the mathematics content expertise and related instructional skills of K-5 teachers. Finally, the project will help to extend and deepen partnerships with Central Missouri State University, the Department of Elementary and Secondary Education, and other higher education institutions in the state.

Within the constraints of its budget, the College of Natural and Applied Sciences at Southwest Missouri State University is committed to providing whatever personnel, facilities, and other resources that will be required for the successful operation of this proposal. We will continue to be in the business of producing and enhancing mathematics teachers over the long-term. The Missouri Virtual School, sponsored by SMSU, is evidence of the fact that we also intend to

Page 2

June 7, 2004

continue to reach out to schools where there are unmet curricular needs. We are willing to make use of this resource both during and after the grant period to help with mathematics education at all grade levels. And, we will continue to support our Department of mathematics in its efforts to sustain the advances that can be made by this project.

Respectfully,

A handwritten signature in cursive script, appearing to read "Larry Banks".

Larry Banks, Dean

OZARK R-VI SCHOOL DISTRICT

MSIP ~ Accredited with Distinction in Performance

District Administration

Leo Snelling, Superintendent
Dr. Jordan Needham, Associate Superintendent
Dr. Marc Doss, Director of Curriculum
Victoria Atkinson, Director, Special Services
Joe Estes, Director, Support Services
Karen Snelling, Technology Coordinator
Kyle Anderson, Network Administrator

PO Box 166
302 N 4th Avenue
Ozark, Missouri
65721-0166

(417) 581-7694
Fax (417) 581-0562

Board of Education

Mike Woody, President
Patty Quessenberry, Vice President
Kim Gaisford, Treasurer
Dr. Frankie Forgey
Bill Phillips
Chuck Fugate
Brent Hanks
JoAn Jewell, Secretary

June 4, 2004

Federal Discretionary Grants

Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480

To Whom It May Concern,

As Director of Curriculum of the Ozark R-VI School District, I am writing to offer our district's full support for the accompanying proposal. The Missouri Elementary Mathematics Project will provide professional development opportunities for elementary teachers that will have a positive impact on Mathematics instruction throughout the state.

Our district has delivered steady gains in our Grade 4 Mathematics MAP scores in the past four years in regard to reducing the percentage of students in the bottom two quintiles. However, we have not seen the same growth in the percentage of students moving to the top quintiles. After reviewing this project description, I feel confident that the types of training and support outlined would assist our district in addressing the need to strengthen the instructional techniques for higher level Mathematics. I am also pleased to see the project's long-term contact format for the PD training. Our experience with other professional development offerings has proven that a series of training contacts/sessions will provide more in-depth change in instruction and eventually student performance. This type of format is our preferred arrangement in helping our elementary teachers become better Mathematics instructors. Our district is fortunate to also have an outstanding Mathematics instructor at the junior high school level to use as an additional resource in this project. Joanne Barnett teaches our Advanced 7th Grade Mathematics course and was recently honored with a national Math and Science Teaching award in Washington D.C. We are so lucky to have Joanne available to assist our elementary teachers during our district's professional development days that are built into our school calendar.

The Ozark R-VI School District will assist the project as a participating school district in providing the selected personnel, facilities, and other resources necessary to successfully implement the project. Our district also understands and accepts the responsibilities to carry out the long-term goals of the project by sustaining curriculum development and personnel training after the formal project ends. I also look forward to any assistance my office can be to making the project a success.

Sincerely,



Marc Doss, Ed.D.
Director of Curriculum
Ozark R-VI School District

CLINTON SCHOOL DISTRICT

701 SOUTH EIGHTH STREET CLINTON, MISSOURI 64735 TELEPHONE (660) 885-2237 FAX (660) 885-7033
DICK D. MICHAEL, SUPERINTENDENT

May 25, 2004

Dr. Terry Goodman
Department of Mathematics and Computer Science
Central Missouri State University
Warrensburg, MO 64093

Dear Dr. Goodman,

The Clinton School District is excited about the prospect of partnering with CMSU, SMSU, and other Missouri school districts in the Missouri Elementary Mathematics Project. This project will be a vital component in our efforts to raise the academic achievement of our students in mathematics. It will encourage collaboration among our teachers and administrators and will enhance our working relationships with universities.

We believe that participation in the Missouri Elementary Mathematics Project will provide our school with a strong support system for implementing research-based practices for the teaching of mathematics. We believe a strong cadre of teacher leaders will be developed as an outcome of this project which will assist our district and others with sustaining improvement of mathematics education in Missouri.

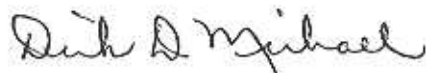
Our district has been working to revise our curriculum to meet the needs of all children and the demands of the No Child Left Behind legislation. The job-embedded professional development that will come as a result of participation in the Missouri Elementary Mathematics Project will guide our district as we make the changes necessary to have the most impact on student achievement.

Another benefit to the district will be the opportunity to have consultants and coaches working directly with our teachers in their classroom setting. This will help us examine curriculum content and instructional practices.

Our district will encourage our elementary teachers and administrators to attend the summer academies planned in this project to enhance their knowledge of mathematics and instructional strategies. We will encourage professional development activities that support the activities of this project. In addition, we will supply the data necessary for analysis of the Missouri Elementary Mathematics Project.

The District looks forward to working with you and the other partners of this project.

Sincerely,



Dick D. Michael
Superintendent



Southwest Missouri State
U N I V E R S I T Y

June 14, 2004

Federal Discretionary Grants
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480

To Whom It May Concern,

As Director of Greenwood Laboratory School at Southwest Missouri State University, I am writing to offer our support for the Missouri Elementary Mathematics Project. The project will provide professional development for elementary teachers that will have a positive impact on mathematics instruction and student achievement.

Our school administers the Missouri Assessment Program tests in the appropriate grade levels. Greenwood is not a public school and required to administer the MAP tests; however, given our role in the teacher training process in the College of Education at SMSU, we believe that it is important to mirror practice in the public schools. For that reason, our teachers must be involved with initiatives that impact teachers in the public schools. This project will strengthen our understanding of the teaching and learning process in mathematics; knowledge and skills important in the teacher training process and to raising student achievement. Our fifth grade teacher, Pam Herd, has been recognized statewide for her expertise and contributions in elementary mathematics and will participate in the project.

Dr. Campbell and Greenwood have a long association, which will benefit this project. Our faculty respects his expertise. We look forward to our participation in this project.

Sincerely,

Emmett E. Sawyer, Ed.D.
Director

sl



Helping today's kids fill tomorrow's promise.

Jack C. Ernst, Ed.D.
Superintendent

June 14, 2004

Southwest Missouri State University
Dr. Larry Campbell
Mathematics Department
901 S. National Ave.
Springfield, MO 65804

Dear Dr. Campbell:

Springfield Public Schools Board of Education has established two primary goals that direct our district—*increase academic achievement and decrease the dropout rate*. We have made great progress on these two goals in recent years and continue to look for ways to further the success of our students.

The quality of our teaching staff can have a great influence on student achievement. For this reason we want our teachers to continuously develop their professional skills. The Summer Math Academy which would be funded through the K-5 Missouri Mathematics Partnership grant would be a great benefit to our elementary math teachers and help strengthen the math program in our district.

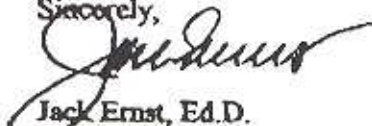
As a district, we have established a goal that at least 75 percent of Springfield 8th graders will successfully complete Algebra I. Intensive preparation in the primary grades is necessary to ultimately achieve this aggressive goal.

The proposed Summer Math Academy will equip our teachers to increase content knowledge and improve the quality of classroom instruction. As a result, the number of highly qualified teachers will increase and student performance in mathematics will improve, ultimately enabling the district to meet its goal of 75 percent of 8th graders successfully completing Algebra I.

As we continue to strive for excellence, we appreciate the support and collaboration of other organizations in our community. I appreciate the work that you and your colleagues do to promote professionalism among teachers and I offer my support of your grant application.

Springfield Public Schools will assist as a participating school district by providing expertise, encouraging teachers to participate in the academy and allocating resources within the constraints of our budget to sustain the curriculum development and personnel training after the formal project ends.

Sincerely,



Jack Ernst, Ed.D.
Superintendent of Schools



Independence

SCHOOL DISTRICT

Inspiring Greatness

Dr. Joanie Hartnett
Assistant Superintendent

June 16, 2004

Dr. Terry Goodman
Department of Mathematics
WCM 222
Warrensburg, Missouri 64093

Dear Terry:

I am writing in support of Central Missouri State University's project, Missouri Elementary Mathematics Leadership Academy.

The materials and support provided by this project should serve as a model for institutions that are trying to have an effect on changes in mathematics instruction. I support the project's model of professional development which is ongoing and site-based.

I look forward to participating and collaborating with Central Missouri State University.

Sincerely,

Dr. Joanie Hartnett
Assistant Superintendent
Professional Development

218 N. Pleasant St.
Independence, MO 64050
(816) 521-2700

APPENDIX B – TOTAL BUDGET *(additional pages may be copied)*

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
CMSU Co-PI (2 months academic; 2 months summer)	\$30,053	\$30,600	\$31,200
CMSU Member of Steering Committee (25 days @ \$200/day)	\$ 5,000	\$ 5,000	\$ 5,000
6100 Subtotal	\$ 35,053	\$35,600	\$ 36,200
6200: Employee Benefits <i>(optional categories)</i>			
FICA Co-PI and CMSU member of Steering Comm.)	\$ 8,769	\$ 8,900	\$ 9,000
Medicare (20.08% + 2/9 (4620) - Academic)			
Retirement (Teacher or Non-Teacher) (18.29% - summer)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$ 8,769	\$ 8,900	\$ 9,000
6300: Purchased Services			
Co-PI Stipend	\$23,748	\$24,223	\$24,707
Steering Committee Stipends	\$35,000	\$35,000	\$35,000
Other Staff and Participant Stipends	\$376,000	\$398,000	\$398,000
Planning Meetings, Summer Academy, Pres. Conf.	\$233,764	\$243,277	\$242,093
Preservice Tuition	\$10,000	\$10,000	\$10,000
6300 Subtotal	\$ 678,512	\$710,500	\$ 709,800
6400: Materials/Supplies			
Telephone, Postage, Copying	\$ 3,866	\$ 4,000	\$ 4,000
Materials and Supplies	\$ 9,000	\$11,000	\$11,000
Manipulatives for classroom use	\$10,000	\$11,000	\$11,000
Miscellaneous administrative costs	\$10,000	\$10,000	\$10,000
Calculators for classroom use	\$14,400	\$ 9,000	\$ 9,000
6400 Subtotal	\$ 47,266	\$ 45,000	\$ 45,000
6100-6400 SUBTOTAL	\$ 769,600	\$800,000	\$800,000
6500: Capital Outlay			
Laptop computers for Project Staff use	\$10,000		
Polycoms	\$20,400		
6500 Subtotal	\$ 30,400		\$
TOTAL – (Transfer Subtotal funding areas to SECTION I)	\$ 800,000	\$800,000	\$ 800,000

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Central Missouri State University

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
CMSU Co-PI	\$30,053	\$30,600	\$31,200
CMSU Member of Steering Committee	\$ 5,000	\$ 5,000	\$ 5,000
6100 Subtotal	\$ 35,053	\$35,600	\$36,200
6200: Employee Benefits (optional categories)			
FICA CMSU Co-PI and member of Steering Comm.	\$ 8,769	\$ 8,900	\$ 9,000
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$ 8,769	\$8,900	\$9,000
6300: Purchased Services			
Subs, student help, travel, tuition	\$ 11,872		
Webmaster	\$ 3,000		
RETC	\$ 9,000		
4 Master Teachers	\$ 16,000		
10 Teacher Stipends	\$ 30,000		
Planning Mtgs, Academy, Preservice Conf.	\$225,940		
6300 Subtotal	\$ 295,812	\$200,000	\$ 200,000
6400: Materials/Supplies			
Telephone, postage, copying	\$ 1,933		
Materials and supplies	\$ 3,000		
Miscellaneous administrative costs	\$10,000		
6400 Subtotal	\$ 14,933	\$15,000	\$ 15,000
6100-6400 SUBTOTAL	\$ 354,567	\$259,500	\$259,500
6500: Capital Outlay			
3 Laptops	\$ 6,000		
2 Polycoms	\$10,200		
6500 Subtotal	\$ 16,200	\$5,000	\$5,000
TOTAL -	\$ 370,767	\$264,500	\$264,500

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Southwest Missouri State University

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services			
Co-PI Stipend	\$23,748		
3 Master Teachers	\$12,000		
RTEC	\$9,000		
Tuition	\$5,000		
Evaluator	\$4,000		
Subs, student help, travel, Steer Comm Member	\$11,872		
6300 Subtotal	\$65,620	\$170,500	\$ 170,500
6400: Materials/Supplies			
Telephone, postage, copying	\$1933		
Materials and Supplies	\$3000		
6400 Subtotal	\$ 4933	\$5,000	\$ 5,000
6100-6400 SUBTOTAL	\$ 70,553	\$175,500	\$ 175,500
6500: Capital Outlay			
2 Laptops	\$4,000		
2 Polycoms	\$10,200		
6500 Subtotal	\$ 14,200	\$0	\$0
TOTAL -	\$ 84,753	\$175,500	\$ 175,500

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Warrensburg Public Schools

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services			
Steering Committee Member	\$ 5,000		
3 Master Teachers	\$12,000		
Teacher Stipends	\$30,000		
Substitutes	\$ 900		
Travel	\$ 660		
6300 Subtotal	\$ 48,560	\$52,000	\$ 52,000
6400: Materials/Supplies			
Manipulatives	\$ 1,600		
Materials and Supplies	\$ 400		
Calculators	\$ 2,400		
6400 Subtotal	\$ 4,400	\$ 3,000	\$ 3,000
6100-6400 SUBTOTAL	\$ 52,960	\$55,000	\$ 55,000
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$ 52,960	\$55,000	\$ 55,000

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Clinton Public Schools

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services			
Steering Committee Member	\$ 5,000		
2 Master Teachers	\$ 8,000		
Teacher Stipends	\$18,000		
Substitutes	\$ 640		
Travel	\$ 660		
6300 Subtotal	\$ 32,300	\$37,000	\$ 37,000
6400: Materials/Supplies			
Manipulatives	\$ 1,200		
Materials and Supplies	\$ 200		
Calculators	\$ 1,800		
6400 Subtotal	\$ 3,200	\$ 2,500	\$ 2,500
6100-6400 SUBTOTAL	\$35,500	\$39,500	\$ 39,500
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$35,500	\$39,500	\$ 39,500

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION **Independence Public Schools**

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services Steering Committee Member 4 Master Teachers Teacher Stipends Substitutes Travel	\$ 5,000 \$16,000 \$60,000 \$ 1,150 \$ 600		
6300 Subtotal	\$82,810	\$ 87,000	\$ 87,000
6400: Materials/Supplies Manipulatives Materials and Supplies Calculators	\$ 2,400 \$ 900 \$ 3,600		
6400 Subtotal	\$ 6,900	\$ 5,000	\$ 5,000
6100-6400 SUBTOTAL	\$89,710	\$ 92,000	\$ 92,000
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$ 89,710	\$ 92,000	\$ 92,000

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION **Springfield Public Schools**

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services Steering Committee Member 4 Master Teachers Teacher Stipends Substitutes Travel	\$ 5,000 \$16,000 \$60,000 \$ 1,150 \$ 660		
6300 Subtotal	\$ 82,810	\$87,000	\$87,000
6400: Materials/Supplies Manipulatives Materials and Supplies Calculators	\$ 2,800 \$ 900 \$ 3,600		
6400 Subtotal	\$ 7,300	\$ 5,000	\$ 5,000
6100-6400 SUBTOTAL	\$90,110	\$92,000	\$92,000
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$90,110	\$92,000	\$ 92,000

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Ozark Public Schools

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services			
Steering Committee Member	\$ 5,000		
2 Master Teachers	\$ 8,000		
Teacher Stipends	\$30,000		
Substitutes	\$ 640		
Travel	\$ 660		
6300 Subtotal	\$ 44,300	\$48,000	\$ 48,000
6400: Materials/Supplies			
Manipulatives	\$ 1,600		
Materials and Supplies	\$ 400		
Calculators	\$ 2,400		
6400 Subtotal	\$ 4,400	\$ 3,000	\$ 3,000
6100-6400 SUBTOTAL	\$ 48,700	\$51,000	\$51,000
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$ 48,700	\$51,000	\$51,000

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

PARTNERSHIP INSTITUTION

Greenwood Laboratory School

BUDGET ITEMIZATION	YEAR 1	YEAR 2	YEAR 3
6100: Salaries			
6100 Subtotal	\$		\$
6200: Employee Benefits (optional categories)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
6200 Subtotal	\$		\$
6300: Purchased Services			
Steering Committee Member	\$ 5,000		
2 Master Teachers	\$ 8,000		
Teacher Stipends	\$12,000		
Substitutes	\$ 640		
Travel	\$ 660		
6300 Subtotal	\$26,300	\$29,000	\$ 29,000
6400: Materials/Supplies			
Manipulatives	\$ 400		
Materials and Supplies	\$ 200		
Calculators	\$ 600		
6400 Subtotal	\$ 1,200	\$ 1,500	\$ 1,500
6100-6400 SUBTOTAL	\$27,500	\$30,500	\$ 30,500
6500: Capital Outlay			
6500 Subtotal	\$		\$
TOTAL -	\$27,500	\$30,500	\$ 30,500

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>St. Agnes</i>	TELEPHONE NUMBER <i>417-866-5038</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>Jeanne Skahan</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Springfield R-12</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☒ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

- In general** - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
(A) how the children's needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be assessed and how the results of the assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
- Timing** - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- Discussion required** - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL

Jeanne Skahan

DATE

6-1-04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>Springfield Lutheran School</i>	TELEPHONE NUMBER <i>417-883-5717</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>PAUL A BAKER</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Springfield Public Schools</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☒ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

- In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
(A) how the children's needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be assessed and how the results of the assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
- Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL

Paul A Baker

DATE

05/25/04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>Messiah Lutheran School</i>	TELEPHONE NUMBER <i>816-254-9409</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>Ann Arndt</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Independence</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfg@desse.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☒ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
 - (A) how the children's needs will be identified;
 - (B) what services will be offered;
 - (C) how and where the services will be provided; and
 - (D) how the services will be assessed.
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL

Ann Arndt

DATE

6-4-04

APPENDIX D - STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT - FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>Immaculate Conception School</i>	TELEPHONE NUMBER <i>417-881-7000</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>Paula Baird</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Springfield R-12</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webdeplymopda@desse.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☒ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

- In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
 - how the children's needs will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
 - how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
- Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL

Paula Baird

DATE

6-14-04

APPENDIX D - STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT - FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>St Joseph Elementary</i>	TELEPHONE NUMBER <i>417 846-0667</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>Marilyn J Batson</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Springfield R12</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 400, Jefferson City, MO 65102-0400

Questions, contact Federal Discretionary Grants: Pn: (573) 528-3232; Fax: (573) 528-6698;
or e-mail to: webreplymofda@desse.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☒ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

- In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
 - how the children's needs will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
 - how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
- Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

OFFICIAL SIGNATURE OF NONPUBLIC OFFICIAL

Marilyn J Batson

DATE

6/15/04

APPENDIX D - STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT - FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL <i>Holy Rosary School</i>	TELEPHONE NUMBER <i>660-885-4412</i>
NAME OF NONPUBLIC SCHOOL CONTACT PERSON <i>Doug McMillan</i>	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED <i>Clinton</i>

DIRECTIONS

To be completed by each registered nonpublic school in the attendance area of the LEAs represented in this application and submitted with the RFP.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@desse.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☐ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☒ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

- In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
 - how the children's needs will be identified;
 - what services will be offered;
 - how and where the services will be provided; and
 - how the services will be assessed.
- Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL

DATE